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AUTHOR Schneegas, Kay
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ABSTRACT

This manual provides information on the practicum program offered by Moraine Valley Community College (MVCC) for students in its therapeutic recreation program. Sections I and II outline the rationale and goals for providing practical, on-the-job work experiences for therapeutic recreation students. Section III specifies MVCC's responsibilities for the practicum program, while sections IV and V outline the qualifications and responsibilities of the community-based education centers (e.g., hospitals, schools, detention facilities, community recreation facilities, and rehabilitation centers) acting as field sites. Section VI delineates student responsibilities, and section VII reviews policies for liability coverage. Section VIII outlines the procedures for student evaluation of the practicum experience and for evaluation of students' performance. Sections IX through XI provide information on the three practicum courses, which are designed to provide for increasing student involvement and responsibility at the field sites. Each section contains course outlines; information on course requirements, objectives, texts, evaluation methods, and learning units; class assignments; and safety checklists. Appendices include samples of contracts, relevant forms, and evaluation instruments. (LAL)

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MORAINE VALLEY COMMUNITY COLLEGE

THERAPEUTIC RECREATION PRACTICUM MANUAL

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Prepared and compiled by
Kay Schneegas, Coordinator

Telephone: 974-4300
Office: A-200

FALL 1983

JC 840 159

MORAINE VALLEY COMMUNITY COLLEGE

THERAPEUTIC RECREATION PRACTICUM

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I. RATIONALE FOR PRACTICUM

Often the term Practicum, field work, and internship are used interchangeably to refer to the practical on the job work done by students to supplement their theoretical class work. For our purposes, we define Practicum as follows:

> "Practical work in Recreation or related areas, designed to provide learning experiences for students, under direct supervision of a professional in the field."

The rationale for a Practicum is to enable the student to experience working in various recreation settings with special populations. The more exposure to real situations, the greater are the students' preparedness when they graduate. We, therefore, turn to the professionals in the field to admit the students into their daily operations in aid of this growth and development process.

The practicum has three areas of responsibility:

1. The student's own efforts and initiative.
2. The college's advice, assistance, and information.
3. The guidance, supervision and caring of the professionals in the field who accept the responsibility of serving as a community-based education center.

II. GOALS OF PRACTICUM

A. To provide the student with positive learning experiences in the working community.

B. To give the student the opportunity to exercise and assess teaching and leadership techniques and administrative skills.

C. To give the student the opportunity to learn to clinically observe and evaluate on-going programs and services.

D. To phase the student into the recreation work force through gradually increasing levels of responsibility.

E. To provide a liaison between the college and the community agencies and resources.

F. To enable the student to put theory to practice in a realistic work situation with special populations.

G. To create within the student, the attitude of professionalism that they will need when they enter the work force.

III. COMMUNITY COLLEGE RESPONSIBILITY

1. The community college coordinator will identify potential field placement sites, will coordinate with agency personnel, will arrange for the student to contact the agency for an interview, and will assign the community college student specific field practicum course objectives, assignments, and procedures after site selection.

2. Institutional Affiliation Agreement contract will be processed with the agency. (see appendix A).

3. A weekly student seminar will be held on campus to discuss matters of concern pertaining to the practicum site, assignments, practicum procedures and guidelines, etc. (See appendix C).

4. Individual conferences with the student and/or agency personnel may be held to discuss field practicum assignments, procedures, and problems encountered, etc.

5. Regular communication will be established with the agency director or supervisor through site visitations, bi-weekly and monthly evaluation reports, and telephone conversations. (See appendix D and E.)

6. Agency evaluation forms and final student reports will be evaluated and a grade will be issued.

IV. AGENCY RESPONSIBILITY

1. Review and obtain appropriate signatures for Institutional Affiliation Agreement. Return signed agreement to community college. (See appendix A.)

2. Assign a qualified staff member to supervise students.

3. Orient the student to the agency and conduct a training program.

4. Provision for a variety of experiences as outlined in course objectives.

5. On-going supervision and evaluation of the student.

6. Orient agency staff to the community college student, the objectives and procedures of the field practicum experience, the role of the student and relationships with staff and clients.

7. In addition to regular communication with community college coordinator (written and verbal), confer additionallly as necessary.

8. Complete student evaluation forms, bi-weekly and monthly reports, and submit to community college coordinator. (See appendix D.)

9. Review final evaluation with student before mailing to coordinator.

10. Sign and return student time sheet upon completion of practicum experience. (See appendix B.)

V. AGENCY QUALIFICATIONS

1. Operate an on-going therapeutic recreation or activity program with adequate areas, facilities, and equipment to conduct a broad and varied program.

2. Have qualified personnel.

3. Meet standards for therapeutic recreation programs for physically and learning disabled, mentally retarded, mentally ill, and geriatric populations.

4. Have a sincere desire to participate in an educational program with the objective of improving the preparation of qualified paraprofessionals.

5. Present evidence of a sound professional philosophy and its application to programs and services.

6. Be willing to devote staff time and resources to the field practicum program, e.g. orientation and training, supervision, coordination with community college coordinator and student evaluation.

7. Employ a staff member with at least a baccalaureate degree in Therapeutic recreation or a related field who has a minimum of two years experience in a treatment setting.

8. Have sound administrative procedures including adequate financial support, personnel policies and qualified staff.

9. Coordinate/Supervisor field practicum course learning objectives and learning activities with the practicum student.

VI. STUDENT RESPONSIBILITY

1. Field Practicums I, II, and III are each to be 240 hour experiences. Students must spend a minimum of 195 hours at the agency plus a minimum of 45 hours for program planning, seminar discussions, and written reports, exams, and assignments.

2. Spend a minimum of 13 hours a week at the agency and participate in weekly discussion sessions or individual conferences as approved by agency supervisor.

3. Obtain signature of supervisor on time sheet verifying total clock hours worked at agency. (See appendix B).

4. Follow all policies and duties of the agency.

5. Complete all learning objectives as outlined on assignment sheet, read practicum guidelines, and sign contract. (See appendix C).

6. Frequent communication with the community college coordinator and the supervising agency regarding practicum assignments and experiences.

7. Conduct him/herself in a professional manner at all times. (See appendix C)

8. Observe and/or participate in phases of the agency program other than those assigned as specific responsibilites.

9. Review the final evaluation form with the community college coordinator and the agency supervisor. (See appendix D)

VII. PRACTICUM LIABILITY

PRACTICUM LIABILITY

A. Students currently enrolled at Moraine Valley Community College and who are participating in an approved practicum course, either on or off campus, are covered by the college's liability insurance.

B. When the position is a paid position by an agency outside of the college and the student is considered to be an employee of the agency, it is assumed that the employee would be covered under the liability coverage of the agency.

VIII. EVALUATION PROCEDURES

The importance and emphasis of sound evaluation procedures used by all individuals concerned cannot be minimized or over emphasized. The learning that takes place and the quality of services that are provided cannot be measured without an evaluation process.

A. The student will complete a narrative evaluation of their practicum experience as part of their assigned written reports.

B. The clinical site supervisor will complete the interview evaluation sheet, the bi-weekly/monthly reports on the student, and a final written evaluation including a narrative on the students clinical performance. (See appendix D).

C. A meeting will occur between the clinical site supervisor and the student to review, discuss, and sign the evaluation forms during the last week of the practicum experience.

D. If necessary, the college coordinator will meet with the clinical site supervisor and the student for a final evaluation if it is being challenged.

E. The college makes the final decision as to grading of the practicum or whether the practicum requirements have been fulfilled.

F. College Coordinator will observe the student teaching at the clinical site and complete an evaluation report. (See appendix E).

IX. THR 153

FIELD PRACTICUM I

COURSE DESCRIPTION AND REQUIREMENTS

The initial field practicum course will be primarily directed at the student gaining valuable 'on site' experiences. Since it is assumed that this will be the initial practical experience for most students, emphasis will be on students gaining familiarity with the client population, the agency/institution philosophy, treatment approaches, and general procedures. Student learning will focus on the development of observational skills, client characteristics and initial leadership/teaching experiences.

The practicum is structured so that each student will spend 8 weeks (13 hours per week) in two different agencies during the semester. This will provide the student with opportunities to become familiar with a variety of special populations and treatment settings. It will also serve as a basis for developing individualized occupational interest and as a basis for selection of subsequent, in-depth, field practicums. Weekly discussions will be held on campus for all practicum students so that they will have the opportunity to share their experiences with others. A total of 240 hours will complete the practicum requirements (195 hours at the agency plus a minimum of 45 hours for program planning seminar discussions, and written reports, exams, and assignments.

THR 153

PRACTICUM I

I. Course Description

Designed to provide a modular approach to initial observation and involvement in various treatment settings and agencies for the purpose of developing individualized occupational goals through actual on-site experiences.

II. Objectives

At the end of this course, the student will be able to:

A. State the structure and function of the agencies assigned (two agencies, eight weeks each - thirteen hours per week).

B. Discuss the specific client services provided by the various agencies.

C. Discuss the orientation sessions, conferences and staff meetings held at the different agencies.

D. Prepare organizational charts and identify the functions of each discipline or office shown on the chart.

E. Demonstrate observation skills during client participation in activities.

F. Demonstrate activity leadership skills and facilitation techniques used when teaching.

G. Prepare case studies.

H. Demonstrate the ability to work cooperatively with the assigned staff supervisor from the cooperating agency.

I. Write psycomotor, cognitive, and affective behavioral objectives.

J. Evaluate performance of clients participating in activities.

K. Teach a variety of recreational games, skills, exercises, aquatics, and dance.

L. Discuss safety regulations for the agency and in teaching activities to the client.

III. Text

A. AAHPER, Physical Activities for the Mentally Retarded. 1968.

B. Gunn, Scott Lee . Basic Terminology for Therapeutic Recreation and Other Action Therapies. Stipes Publ., 1975 .

C. Cratty, Bryant. Educational Games for Physically Handicapped Children. Love Publ., Co. Current Edition.

IV. Evaluation

A. Required attendance and participation at 2 agencies for 8 weeks, 13 hours per week.

B. Written reports on agencies.

C. Regular and periodic evaluation and observation by MVCC coordinator.

D. Field practicum supervisor evaluation.

E. Quizzes

THR 153

FIELD PRACTICUM I. _ 1st Assignment

FOUR PARTS:
1) Daily log notes .
2) Written report - typed, double spaced, and a table of contents,
3) Signed time sheet by supervisor .
4) Evaluations signed by supervisor .

LEARNING UNIT I. COMPREHENSION OF THE STRUCTURE AND FUNCTION OF THE AGENCY.

A. Participate in and discuss orientation session at assigned agency (meeting supervisor, activity leader, staff, clients, etc).

B. Develop or include an organizational chart of the agency.

C. Identify the functions or give the job descsription of each discipline or office shown on the chart.

D. General information about the agency. Discuss the following:

1. History, philosophy, goals, and objectives.
2. Client population served: number and illness or disability.
3. Services provided by the agency.
4. Agency sanction: creation of agency
codes, laws, or sanctions for operation
financing

E. Therapeutic Recreation or Activity Deapartment. Discuss the:

1. History, philosophy, goals, and objectives.
2. Administrative structure.
3. Policies and procedures.
4. Services provided.
5. Budget.
6. Facilities, equipment and supplies available for use.

F. Records on Clients for Evaluation and Assesssment. Explain the:

1. Department records and reports--main office.
2. Individual staff records and reports.

G. Establishment of field practicum objectives, experiences, and assignments. Briefly discuss with your supervisor and establish time blocks.

H. Take a hypothetical client, trace a typical day that he/she might experience with the agency, and discuss the rationale for these experiences.

LEARNING UNIT II. ENCHANCEMENT OF OBSERVATION SKILLS DURING CLIENT PARTICIPATION IN ACTIVITIES.

A. Choose a client that you would like to do a case study on. Complete four observations in at least four different activity sessions on the client you have chosen. Briefly discuss each lesson that you observed; what activities, client behavior, socialization skills, physical skills, and cognitive behavior. After each lesson, critique each session with your activity leader and discuss revisions, problems, etc.

B. Attend and discuss one staff meeting about your client. If this is not possible, get as much information about the client from records and from your activity leader or supervisor.

C. Based on your involvement with the client selected above, complete a case study on him/her to include:

   A. Name and age of client (use fictitious name).

   B. Source and date of referral.

   C. Diagnosis and/or apparent problems.

   D. Brief developmental history (from files, conversations with client, family, other staff, etc.). Include medical, school, and family history.

   E. General information, if applicable,

      1. attitudes towards people: adults, children, group.
      2. attitudes toward routine discipline.
      3. interests and aversions.
      4. special strong points.
      5. health and grooming habits/attitudes

Note: Much of this can be gained from observation.

LEARNING UNIT III. DEVELOPMENT OF ACTIVITY LEADERSHIP SKILLS.

A. Assist activity leader in teaching at least five lessons. Discuss each lesson briefly with regard to:

1) objectives for clients(s)
2) activities presented
3) evaluation method used.

B. Participate in post-activity evaluation sessions with your activity leader and discuss the previous lessons:

1) planning, organizing, and conducting the activities.
2) teaching style used.
3) leadership facilitation technique used.
4) discipline problems and solutions.
5) recommendations for improvement.

C. Assume primary responsibility for planning, organizing, and conducting two activity lessons under supervision of your activity leader. Attach your typed lesson plans which include:

1) objectives for client(s):psychomotor, cognitive, and affective.
2) activities presented: warm-up/review, work period, concluding
3) evaluation method used and discuss revisions and discipline problems and solutions

Note: Lesson plans must be approved by coordinator and agency supervisor.

D. Relate examples of teaching styles used either by you or your activity leader. Explain the activities, and list one style that was effective and why and one that was ineffective and why.

E. Describe at least two activity skills in which you became more knowledgeable/ proficient.

F. Utilizing one successful and one unsuccessful activity session that you had the responsibility for, cite several reasons for the outcome.

LEARNING UNIT IV. DEVELOPMENT OF EVALUATION SKILLS.

Briefly evaluate your entire practicum experience at the agency.

PRACTICUM I -- 2nd Assignment

FOUR PARTS:

1) Daily log notes.
2) Table of contents and typed, double spaced report.
3) Signed time sheet by supervisor.
4) Signed evaluations by supervisor.

LEARNING UNIT I. COMPREHENSION OF THE STRUCTURE AND FUNCTION OF THE AGENCY.

A. Name of Agency and Supervisor's Name.

B. General information on Agency.

1. Tour facility and meet staff.
2. Organizational Chart of Agency.
3. Philosophy, purpose , goals of agency.
4. Services provided.
5. Funding (how is revenue obtained to run facility).

C. Overview of T.R. Program or Activity Program.

1. List the objectives you established with your supervisor/teacher.
2. Job Description of Activity Director or your Supervisor.
3. Philosophy, goals, and objectives of T.R. Program or Activity Program.
4. T.R. budget (how are funds acquired).
5. Activity Calendar for one month.

D. Given a hypothetical client, trace a typical day that he/she might experience with the agency and discuss the rationale for these experiences-- (follow Learning Objective I. from first assignment).

LEARNING UNIT II. ENHANCEMENT OF OBSERVATION SKILLS AND DEVELOPMENT OF GOALS/BEHAVIORAL OBJECTIVES.

A. Case Study on Client (follow information from first assignment).

B. Make up a psychomotor, affective, and cognitive goal on a client after you have completed an assessment on him/her. (Use the interest assessment sheet attached (pages 17-18).

C. From your P.A.C. Goals, make up specific behavioral objectives (P.A.C.) and give the evaluation instrument to be used. Include at least one check list for evaluation and give a sample of it.

D. At the end of your eight weeks, discuss if the P.A.C. objectives were or were not met and why.

LEARNING UNIT III. DEVELOPMENT OF ACTIVITY LEADERSHIP SKILLS.

A. Teach at least four activities with approval of your supervisor. Briefly describe them and include your typed lesson plans. As one of your activities, make sure you teach exercises and a rhythm or dance to music (See appendix "F" for lesson plan format).

B. Describe two new activities or experiences gained from observing your supervisor/teacher.

LEARNING UNIT IV. DEVELOPMENT OF EVALUATION SKILLS.

A. Evaluate your own teaching and your own leadership styles.

1. How could you improve your teaching?
2. How could you improve your leadership technique(s)?

B. Complete the attached safety checklist (page 19).

INTEREST AND ACTIVITY ASSESSMENT SHEET (FOR ACTIVITY LESSONS)

Name _____ Agency _____

Age _____ Disability _____

INTEREST AREAS

PERCEPTUAL MOTOR CONCEPTS

Eye-Hand Coordination _____
Eye-Foot " _____
Balance _____
Space Awareness _____
Hearing Discrimination _____
Body I-D _____
Tactile Discrimination _____
Form Perception _____
Cross Motor Skills _____
Fine Motor Skills _____
Exercises-fitness _____

LOW ORGANIZED GAMES

Quiet games _____
Tag Games _____
Ball games _____
Relays _____

SPORTS AND LEAD-UPS

Soccer _____
Football _____
Hockey _____
Volleyball _____
Basketball _____
Softball _____
Track & Field _____

INDIVIDUAL/DUAL SPORTS

Tennis _____
Bowling _____
Racket Ball _____
Swimming _____
Archery _____
Ping Pong _____
Table Games _____
Badminton _____
Fishing _____
Canoeing _____
X.C. Skiing _____
Golf _____
Other _____

MISC. GAMES

Cards _____
Quizzes/contests _____
Puzzles _____
Bingo _____
Other _____

3 FUNDAMENTAL MOVEMENT SKILLS

Locomotor:

skip _____
run _____
gallop _____
walk _____
crawl _____
leap _____
slide _____
jump _____
hop _____
roll _____

Non-Locomotor:

circle _____
reach _____
stretch _____
twist _____
bend _____
bounce _____
push-pull _____
raise _____

(check these skills in all different positions in space, stand, sit, kneel, prone, supine, side, all fours, head, shoulders)

Manipulative:

strike _____
bowl _____
throw _____
catch _____
bat _____

(any movement with an object)

DANCE AND SOCIAL EVENTS

Square, folk, social _____
Parties _____
Music - listening _____
Rhythms (children) _____
Music - plays instrum. _____
Singing _____
Other _____

CRAFTS/ART

Paint/draw _____
Woodwork _____
Needlework _____
Leather _____
Seasonal crafts _____
Other _____

EDUCATIONAL

News Groups _____
Talking Book _____
Discussions _____
Movies _____
Library _____
Other _____

GENERAL ACTIVITIES

Entertainment _____
Cookouts _____
Cooking _____
Photography _____
Gardening _____
Bus Trips _____
Field Trips _____
Like Visitors _____
Spectator Only _____
Other _____

Safety Checklist

		Yes	No
1	Area unsafe; cluttered.		
2	Bad outlets or bad wiring.		
3	Equipment/supplies left out.		
4	Sharp instruments or loose objects that could create a safety hazard in area.		
5	Proper lighting.		
6	Proper ventilation.		
7	Proper heating.		
8	Seems to be a lack of concern for safety rules		
9	Students are informed about safety or clients--fire drill, tornado procedures, etc.		
10	Area for conducting activities is generally in good condition; clean, no broken windows, doors, chairs, etc.		
	Rate facility where you are working and/or teaching as: EXCELLENT, GOOD, FAIR, POOR.		Circle answer.

Any additional observations and comments.

THR 155

X. FIELD PRACTICUM II

COURSE DESCRIPTION AND REQUIREMENTS

The second field practicum course will provide students with increased involvement in a specific community-based education center (i.e. hospital, school, detention facility, community recreation facility, rehabilitation center) primarily engaged in providing services for special populations.

The students will remain in one agency throughout the semester for 15-16 weeks for a total of 240 clock hours. (195 hours at the agency and 45 hours for seminars and written work).

This practicum is designed for giving the student a broader range of working experience, to increase and or improve competency skill levels, and to achieve greater indepth understanding of appropriate skill utilization for special populations. The student will also increase his learning in the acceptance of responsibility for leadership, for program planning, for participant assessment, and for gaining experience in working with staff in other disciplines. Regular seminar sessions will be held on campus and will focus on student experiences, insights gained, competencies developed, and problems encountered.

The field practicum II may be taken by the student during the summer semester as an option because of the many opportunities that exist during the summer months for special programs being offered such as camps and community recreation programs. The summer option is primarily designed for a full-time eight weeks or 240 clock hours.

In special cases, the student may petition to complete the field practicum during the academic year in a different agency other than the one originally placed in.

THR 155

PRACTICUM II

I. Course Description

Designed to provide students with increased involvement in a specific therapeutic agency. Experience focuses on development of leadership competencies with special populations.

II. Objectives

At the end of this course the student will be able to:

A. Describe the structure and function of the agency and the role of the activity leader at that agency.

B. Develop evaluation and assessment skills through observation of client(s) participating in activities, and write appropriate behavioral objectives.

C. Develop, demonstrate and evaluate activity leadership skills.

D. Develop skills in activity-analysis and in the selection and adaptation of recreational activities.

E. Utilize agency resources available for therapeutic recreation programming.

F. Prepare, organize, teach and evaluate activity lesson plans special events.

G. Compile a portfolio of all assignments and materials relevant to the course.

H. Demonstrate the ability to relate and work with the staff and administrators at the agency assigned.

III. Text Dauer, Victor, Dynamics of Physical Education for Elementary School Children. Burgess Publishing Co. 7th Edition, 1983.

IV. Evaluation

A. Required attendance in class and at site assigned.

B. Active participation in discussion groups/seminars.

C. Supervisor at agency evaluation.

D. Portfolio of materials covering practicum course content - written report.

E. Conferences and group discussions.

F. Examinations.

G. Coordinator evaluation of teaching.

THR 155

FIELD PRACTICUM II

(16 weeks - 13 hours per week; total 240 clock hours) This includes 195 hours at the agency and 45 hours for seminars, written work, and reports.

Assignment:
1) Daily log notes.
2) Written report.
3) Table of contents.
4) Signed time and evaluation sheets.

Assignment must be typed, proof-read, and professionally done. Your grade will be based on how complete and thorough you have been in answering each learning objective or activity. Include a table of contents listing each unit title along with the appropriate page numbers. Place completed assignment in a folder .

UNIT I STATE THE STRUCTURE AND FUNCTION OF THE AGENCY AND THE ROLE OF THE ACTIVITY LEADER .

A. Participate in and discuss orientation session.

B. Discuss type of agency, clients served, and services provided.

C. Draw an organizational chart of the agency and explain the function of each discipline or office shown on the chart.

D. Write a job analysis on the activity leader that you are assisting.

UNIT II DEVELOPMENT OF EVALUATION SKILLS THROUGH OBSERVATION OF CLIENT PARTICIPATION IN ACTIVITIES .

A. After observing a client for several weeks performing in various activities, write a case study to include:

1. Name (hypothetical)
2. Age of client
3. Source and date of referral
4. Diagnosis and/or apparent problems
5. Brief developmental history (from files, conversations with client, family, other staff). Include medical, school, and family history.
6. Attitudes towards people, adults, children, total group.
7. Attitudes toward discipline.
8. Interests and aversions.
9. Special strong points.
10. Health and body attitudes - grooming habits.

B. After observing a client or group in recreational activity session, write at least one psychomotor, one cognitive, and one affective goal. From the goals, write up at least one objective for each goal stated. Follow chapters in Gunn on goals & objectives. They must be worded correctly!

C. At the end of 13 or 14 weeks:

Complete an evaluation on your client/group using the previous selected; psychomotor, cognitive, and affective objectives.

Attach a check list or any other instrument that you may have used to evaluate performance of the client. Discuss if the objectives were met or not and why. Focus on the insights the client may have gained, self improvement, if any, and recommendations for improvement.

UNIT III: DEVELOP EXPERIENCE IN ASSESSING CLIENTS RECREATIONAL NEEDS, INTERESTS, CAPABILITIES AND BEHAVIORAL PATTERNS.

A. Interview a client and fill out the Interest Assessment Sheet (attached (pp.26-7)

B. Observe a client and fill out the Behavior Rating Scale form that is attached (pp.28-29).

UNIT IV. DEVELOPMENT OF SKILLS IN ACTIVITY ANALYSIS AND IN SELECTION, MODIFICATION AND ADAPTATION OF RECREATIONAL ACTIVITIES.

A. Discuss three recreational activities that you taught which required some form of adaptation or modification. Include typed lesson plans (Appendix F).

B. Briefly describe ten activities that you have primarily been responsible for teaching. List a psychomotor, cognitive, and affective objective for each activity. Include typed lesson plans.

C. Using the Activity Analysis Rating Form, rate one client from the activities taught above. Also, use the Analysis Rating Form on a group you taught from above. Complete the two forms, and note if a group or if a client is being rated. (pp.30-33)

UNIT V. DEVELOP, DEMONSTRATE, AND EVALUATE RECREATIONAL ACTIVITY LEADERSHIP SKILLS.

A. In writing, critique one of your recreational leadership experiences. Discuss the activity taught, your strengths, weaknessess, organization, discipline problems, etc.

B. Discuss the teaching style used in the activity and the facilitation technique. Were they successful or unsuccessful, and why. Follow information in Gunn on pp. 224-8.

C. Discuss your lesson with the activity leader. What were her/his recommendations?

UNIT VI PLAN, ORGANIZE, AND EVALUATE THERAPEUTIC RECREATION PROGRAMS.

A. Describe two special activity events you were primarily responsible for. Discuss the following:

1. Activity or event
2. Preparation & planning
3. Organization
4. Evaluation
5. Revisions & or improvements
6. Success or failure & "why".

Attempt to discuss one event at the agency & one special event away from the agency.

B. Prepare an activity schedule for the entire agency therapeutic recreation program for one month. Include activities, client groups, facilities to be used, staff assignments, and time blocks. What recommendations would you make for improvements or revisions. (Discuss revisions with your supervisor - consider time blocks, facilities, equipment, supplies, more staff, activities, etc.).

UNIT VII. UTILIZE AGENCY RESOURCES AVAILABLE FOR THERAPEUTIC RECREATION PROGRAMMING AND DEVELOP SAFETY AWARENESS SKILLS

A. Discuss the audio-visual equipment you used in your teaching (record player, movie projector, tape recorder, slide projector, etc.)

B. List the safety precautions to be taken when teaching recreational activities and when operating A-V equipment in your facility.

C. Complete the safety check list attached (p. 34)

D. Explain how supplies and or equipment is ordered for the recreation program. Attach requisition sheet which is used.

E. Complete the Inventory List on the equipment & supplies available at your agency. See attached (p. 33)

INTEREST AND ACTIVITY ASSESSMENT SHEET (FOR ACTIVITY LESSONS)

Name _____ Agency _____

Age _____ Disability _____

INTEREST AREAS

PERCEPTUAL MOTOR CONCEPTS

Eye-Hand Coordination _____
Eye-Foot " _____
Balance _____
Space Awareness _____
Hearing Discrimination _____
Body I-D _____
Tactile Discrimination _____
Form Perception _____
Cross Motor Skills _____
Fine Motor Skills _____
Exercises-fitness _____

LOW ORGANIZED GAMES

Quiet games _____
Tag Games _____
Ball games _____
Relays _____

SPORTS AND LEAD-UPS

Soccer _____
Football _____
Hockey _____
Volleyball _____
Basketball _____
Softball _____
Track & Field _____

INDIVIDUAL/DUAL SPORTS

Tennis _____
Bowling _____
Racket Ball _____
Swimming _____
Archery _____
Ping Pong _____
Table Games _____
Badminton _____
Fishing _____
Canoeing _____
X.C. Skiing _____
Golf _____
Other _____

MISC. GAMES

Cards _____
Quizzes/contests _____
Puzzles _____
Bingo _____
Other _____

3 FUNDAMENTAL MOVEMENT SKILLS

Locomotor:

skip _____
run _____
gallop _____
walk _____
crawl _____
leap _____
slide _____
jump _____
hop _____
roll _____

Non-Locomotor:

circle _____
reach _____
stretch _____
twist _____
bend _____
bounce _____
push-pull _____
raise _____

(check these skills in all different positions in space, stand, sit, kneel, prone, supine, side, all fours, head, shoulders)

Manipulative:

strike _____
bowl _____
throw _____
catch _____
bat _____

(any movement with an object)

DANCE AND SOCIAL EVENTS

Square, folk, social _____
Parties _____
Music - listening _____
Rhythms (children) _____
Music - plays instrum. _____
Singing _____
Other _____

CRAFTS/ART

Paint/draw_____
Woodwork _____
Needlework_____
Leather _____
Seasonal
crafts _____
Other _____

EDUCATIONAL

News Groups _____
Talking Book_____
Discussions _____
Movies _____
Library _____
Other _____

GENERAL ACTIVITIES

Entertainment_____
Cookouts _____
Cooking _____
Photography _____
Gardening _____
Bus Trips _____
Field Trips _____
Like Visitors_____
Spectator Only_____
Other _____

BEHAVIOR RATING SCALE

Name of Person Rated _____

Name of Rater _____

AGENCY: _____ DATE _____

PERSONAL INFORMATION Score: Check Appropriate Square	Unable To Observe	Never	Seldom	Often
LEADERSHIP				
1. She is popular with peers.....				
2. She shows intellectual leadership in the class.....				
3. She schemes, works underhandely to get her way.....				
4. She advances ideas to which group pays attention.....				
POSITIVE ACTIVE QUALITIES				
5. She quits on tasks requiring perseverance.....				
6. She exhibits aggressiveness in her relationship with others.....				
7. She shows initiative in assuming responsiblity to unfamiliar situations...				
8. She is alert to new opportunities.....				
9. She gives of her best efforts.....				
10. She avoids duties through excuses or fake injuries.....				

BEHAVIOR RATING SCALE - Continued

	Unable To Observe	Never	Seldom	Often
POSITIVE MENTAL QUALITIES				
11. She shows keeness of mine.....				
12. She Volunteers ideas.....				
SELF CONTROL				
13. She grumbles over decisions of peers.				
14. She takes a justified criticism by teacher or peers without showing anger or pouting.....				
15. She controls herself when provoked.....				
16. She swears freely.....				

ACTIVITY ANALYSIS RATING FORM ON CLIENT DURING ACTIVITY

Activity _____

PHYSICAL ASPECTS Circle best answer(s)

1. What is the primary body position required?

   prone(stomach) kneeling sitting standing back

2. What types of movement does the activity require?

   bending _____ gallop _____

   stretching _____ catching _____

   standing _____ throwing _____

   walking _____ hitting _____

   reaching _____ skipping _____

   grasping _____ hopping _____

   punching _____ jumping _____

   push-pull _____ twisting _____

   circling _____ dancing _____

3. Strength:

   Much 1 2 3 4 5 Little

4. Speed

   Much 1 2 3 4 5 No Speed

5. Endurance:

   Much 1 2 3 4 5 Little

6. Energy

   Much 1 2 3 4 5 Little

7. Muscle Coordination (general coordination)

   Much 1 2 3 4 5 Little

8. Eye-hand coordination:

   Much 1 2 3 4 5 Little

9. Flexibility:

   Much 1 2 3 4 5 Little

10. Agility:

Much 1 2 3 4 5 Little

11. Degree of cardiovascular activity required:

Much activity 1 2 3 4 5 Little Activity

12. General Skill Performance:

Excellent 1 2 3 4 5 Poor

SOCIAL ASPECTS

1. Can everyone communicate with everyone else by nature of the activity?

2. What is the primary communication network?

_____1-3

_____Groups 2-5

_____Groups of 5-10

_____Groups larger than 10

3. Cooperation with instructor:

Excellent 1 2 3 4 5 Poor

4. Works together Cooperatively With Peers:

Excellent 1 2 3 4 5 Poor

5. Socialization Skills:

Excellent 1 2 3 4 5 Poor

6. How Structured is the Activity?

Highly Structured 1 2 3 4 5 Freely Structure

7. Type of Interaction:

Verbal Communication 1 2 3 4 5 Nonverbal Communication

8. Willing to Share With Others:

Excellent 1 2 3 4 5 Poor

9. Independence:

Independent 1 2 3 4 5 Dependent

EMOTIONAL DEMANDS

1. Express the following emotions during the activity:

	Often				Never
	1	2	3	4	5
Happy					
Sad					
Anger					
Fear					
Frustration					

2. Rate the likely response after activity:

Success	1	2	3	4	5	Failure
Satisfaction	1	2	3	4	5	Dissatisfaction
Acceptance	1	2	3	4	5	Rejection
Confidence	1	2	3	4	5	Inferiority
Excitement	1	2	3	4	5	Apathy
Cooperation	1	2	3	4	5	Defiance
Patience	1	2	3	4	5	Impatience

3. General Behavior:

Mature (adult)	1	2	3	4	5	Childish

4. Self-image and Self-Concept:

Excellent	1	2	3	4	5	Poor

COGNITIVE ASPECTS

1. Understands Rules/Strategies:

Excellent	1	2	3	4	5	Poor

2. Memory Retention:

Excellent	1	2	3	4	5	Poor

3. Verbalization Skills:

Excellent	1	2	3	4	5	Poor

4. Attention Span:

Excellent	1	2	3	4	5	Poor

5. Can Identify:

	Often			Never	
Forms and Shapes	1	2	3	4	5
Colors	1	2	3	4	5
Sizes	1	2	3	4	5
Objects	1	2	3	4	5
Body Parts	1	2	3	4	5
Numbers	1	2	3	4	5

6. Understands Directionality: Yes or No

Left/right	_____
Up/Down	_____
Around	_____
Over/Under	_____
Forward/Back	_____

Safety Checklist

		Yes	No
1.	Area unsafe; cluttered.		
2.	Bad outlets or bad wiring.		
3.	Equipment/supplies left out.		
4.	Sharp instruments or loose objects that could create a safety hazard in area.		
5.	Proper lighting.		
6.	Proper ventilation.		
7.	Proper heating.		
8.	Seems to be a lack of concern for safety rules.		
9.	Students are informed about safety or clients--fire drill, tornado procedures, etc.		
10.	Area for conducting activities is generally in good condition; clean, no broken windows, doors, chairs, etc.		
	Rate facility where you are working and/or teaching as: EXCELLENT, GOOD, FAIR, POOR. Circle answer.		

Any additional observations and comments.

INVENTORY
SUPPLIES

THERAPEUTIC RECREATION

ITEM	NAME OF RECORD	UNDER (10)	OVER (10)	OVER (20)

THR 158

XI. FIELD PRACTICUM III

COURSE DESCRIPTION AND REQUIREMENTS

The final practicum provides the students with additional involvement in another agency serving special populations.

The students will remain at one site throughout the semester for 15-16 weeks completing a total of 240 clock hours (195 hours at the agency and 45 hours for seminars and written work).

The third practicum will enable the student to acquire greater proficiency and insight into the field of therapeutic recreation. The field experience will give the students additional responsibilities for individualized goal setting, for teaching and leadership, for administrative tasks, for charting, and for selection of a special project.

It is expected that the student will have gained the practical skill and knowledge required to function as a therapeutic recreation technician/paraprofessional at the termination of the practicum.

THR 158

PRACTICUM III

I. Course Description

This final practicum allows the students to acquire a greater proficiency and insight into the field of therapeutic recreation. The student will select the agency, determine individualized goals, and be given additional responsibilities in leadership, administrative tasks, and special projects.

II. Objectives

At the end of this course the student will be able to:

A. State individualized goals/objectives achieved at the assigned agency.

B. Explain the rationale for the goals/objectives he/she set for the therapeutic recreation program at the selected site.

C. Evaluate the effectiveness of the established goals/objectives.

D. Prepare and teach an activity unit including 6 lesson plans for a specialized group.

E. Prepare a daily class schedule listing activities.

F. Design an activity poster and brochure or flyer as a publicity release.

G. Write a press release for an activity event.

H. Prepare a one month activity calendar.

I. Write progress/charting notes following format of agency.

J. Discuss a staffing.

K. Plan and organize a special project.

III. Text

Kalakian, Leonard and Carl B. Eichstaedt, Developmental/Adapted Physical Education - Making Ability Count. Burgess Publ. Co. 1982.

IV. Evaluation

A. Completion of 16 week field practicum of 240 hours (195 at agency and 45 hours for seminars and written assignments).

B. Written evaluation reports by field practicum supervisor.

C. Written evaluation by coordinator.

D. Group discussions in seminars .

E. Written report and completion of special project.

F. Examinations.

THR 158

FIELD PRACTICUM III

ASSIGNMENT:

FOUR PARTS:

1) Written report, typed double spaced.
2) Table of Contents.
3) Signed time sheet.
4) Signed evaluation from supervisor and coordinator.

UNIT I. DEVELOPMENT AND EVALUATION OF INDIVIDUALIZED GOALS/OBJECTIVE AT THE AGENCY SITE.

A. List at least three goals or objectives that you hope to achieve during your final practicum experience at the agency assigned.

B. Explain the rationale for the above goals/objectives.

C. At the end of the 16 week practicum, evaluate the effectiveness of the established goals/objectives.

UNIT II. CONTINUED DEVELOPMENT OF ACTIVITY LEADERSHIP SKILLS AND DEVELOPMENT OF AN ACTIVITY UNIT, LESSON PLANS, AND ACTIVITY SCHEDULES, AND CALENDARS.

A. Type up an activity unit plan using the format on pages 41-45.

B. Prepare and teach the six lesson plans from the unit. Get lesson plan approval from the site supervisor and college coordinator.

C. Prepare your daily class schedule listing the various activities.

UNIT III. INCREASE PUBLICITY SKILLS

A. Design an activity poster (large poster board) reflecting a specific theme for agency site.

B. Prepare a brochure or flyer reflecting specific events or activities at the agency.

C. Write a press release for an activity.

UNIT IV. INCREASE OBSERVATION AND COMMUNICATION SKILLS BY WRITING PROGRESS/CHARTING NOTES.

A. Write progress/charting notes on a client following format of agency. Include form used by agency staff.

B. Attend and discuss an agency staffing.

UNIT V. PLAN, ORGANIZE, AND EVALUATE THERAPEUTIC RECREATION PROGRAMS.

A. Plan, organize, and present a show or performance involving agency clients.

1. Prepare and design a program with the agenda.

2. In writing, evaluate entire project and make suggestions for improvement.

B. Prepare a slide presentation with a written narration of the Therapeutic Recreation Program at your agency.

C. Plan and organize a field trip or special event. Summarize, in writing, all necessary procedures involved:

Planning
Organizing
Implementing
Evaluating
Revising

THR 158

UNIT PLAN ASSIGNMENT

Name_____Agency_____

A. A unit is a series of lesson plans reflecting one major content area, for example, folk and square dancing, exercises, active games, quiet games, aquatics, fundamental movement skills, perceptual motor skills, and various sports (football, hockey, soccer, softball, basketball, volleyball, etc.).

B. Choose one of the above major areas and type up a unit plan with six lessons using the format below. Make sure your activities and skills are appropriate for your clients and their capabilities. Remember, present skills from simple to complex.

C. Subject of Unit Plan_____Client Classification_____

How many lessons on your subject 6 .

Level for participation:

primary_____

intermediate_____

adolescent_____

young adult_____

I. General Goals of the unit

A. Psychomotor:

B. Cognitive:

C. Affective:

II. Specific Behavioral Objectives (taken from above goals)

A. Psychomotor:

B. Cognitive:

C. Affective:

III. Activity Experiences

(List the games, skills, dances, exercises, or any manipulatives that will be used in your unit lessons).

IV. Facilities and Equipment Needed

V. Educational Media (Movies, slides, posters, charts, video, etc.).

VI. Instuctional Procedures

(List teaching techniques to be used, safety procedures to be followed, and discipline measures to be taken if control problems arise).

VII. SCHEDULE FOR UNIT - DAILY LESSONS

Session 1

Introductory Activity

Work Period

Concluding Activity

Session 2

Introductory Activity

Work Period

Concluding Activity

Session 3

Introductory Activity

Work Period

Concluding Activity

Session 4

Introductory Activity

Work Period

Concluding Activity

Session 5

Introductory Activity

Work Period

Concluding Activity

Session 6

Introductory Activity

Work Period

Concluding Activity

INSTITUTIONAL

AGREEMENT OF AFFILIATION

THIS AGREEMENT is made by and between MORAINE VALLEY COMMUNITY COLLEGE, District 524, Cook County, Illinois, hereinafter referred to as the "College" and _____, hereinafter referred to as the "Cooperating Agency."

The College and the Cooperating Agency acknowledge a mutual obligation to contribute to the education of students seeking preparation for careers in allied health and in human services. To this end, the College has established educational programs in allied health and in human services, requiring the use of clinical facilities to meet the educational needs of the students in clinical experience. Therefore, the College and the Cooperating Agency agree to provide clinical training for students enrolled in the program or programs named in the attached addenda. In addition to the requirements for individual programs as specified in each addendum, the College and the Cooperating Agency agree to the following terms:

1. The College assumes full responsibility for offering health science programs and human services programs approved by the appropriate state agencies and professional accrediting associations. The programs shall be sequentially structured, and consist of specific career oriented courses and appropriate general education requirements. The Cooperating Agency will provide clinical training, including clinical supervision by qualified, competent practitioners.

2. The College shall require each student participating in clinical training to have liability (malpractice) insurance. It shall be the responsibility of the College to enforce this requirement and to provide to the Cooperating Agency proof of such insurance coverage. The required insurance shall be in the maximum amount of $1,000,000.00 per individual claim and $1,000,000.00 per aggregate claim.

3. Students are subject to the authority, policies and regulations of the College, and during periods of clinical assignment, students are required to observe the policies and regulations of the Cooperating Agency as will College staff members when at the clinical site.

4. If a student or College staff member breach the policies, regulations, or procedures of the Cooperating Agency, the Cooperating Agency may restrict the activities of the student or College staff member until the problem is fully resolved by the Cooperating Agency and the College.

5. In any instance that the Cooperating Agency deems a student's actions may be detrimental to a patient's or resident's welfare, the Cooperating Agency may restrict the student's activities until the problem is resolved by the Cooperating Agency and the College.

6. Students shall not give service to patients or residents in the Cooperating Agency apart from that rendered for its educational value as a part of the planned educational program. The students shall be under the supervision of a qualified practitioner as appropriate to their respective programs.

7. In collaboration with the appropriate personnel of the Cooperating Agency, the College Program Coordinator will prepare a schedule of student clinical activities which will include the proposed clinical areas and patient or resident service facilities to be used by the students and an identification of the type and extent of care or service the students shall render.

8. The College Coordinator shall supply student schedules which shall include all courses and clinical experiences to the appropriate supervisory personnel of the Cooperating Agency.

9. The College will supply the necessary forms for a student evaluation, which evaluation shall be made by a designated staff member of the Cooperating Agency.

10. The College will assume responsibility for the cost of equipment that is broken or damaged due to negligence of a College employee or student while participating in a clinical training activity.

11. The College Program Coordinator shall make the necessary visitation to the clinical site. Coordination will be developed by the College Coordinator and Designated Staff of the Cooperating Agency.

12. The Cooperating Agency will maintain the standards required for approval as a clinical area for instruction in the health science and human services program(s) designated in the addenda.

13. Clinical facilities and services to be provided by the Cooperating Agency for student use within the confines of the health science and human services programs shall include:

    A. Patient or resident's care and patient or resident's service facilities, clinical areas for the health science and human services programs specified in the addendum.
    B. Rooms or areas in which groups of students may hold discussions and receive clinical instruction.
    C. Supplies and equipment commonly available for patient care and sources of information for educational purposes.
    D. Lockers and dressing areas.
    E. The use of the cafeteria if the Cooperating Agency has a cafeteria; otherwise the use of space for eating if a student's schedule requires clinical work both before and after normal dining hours.
    F. A system to account for the student's clinical time.

14. The administrator of the Cooperating Agency may refuse access to the Agency's clinical area to any College staff member or to students who do not meet the Cooperating Agency's standards for safety, health, or ethical behavior by writing to the President of the College.

15. The College will schedule conferences with appropriate personnel from the Cooperating Agency for the purpose of interpreting, discussing and evaluating the health science and human services programs.

16. The College will give advance written notice of site visits by any of the accrediting agencies involved with allied health and nursing programs.

Title IX Statements:

1. Moraine Valley Community College is a Title IX institution. Title IX of the Education Amendments of 1972 prohibits the College from discrimination on the basis of sex in any educational program or activity it operates.

2. Moraine Valley Community College does not discriminate on the basis of sex in admissions, employment, or in the operation of any educational program or activity. (Any inquiries regarding the College's obligation under Title IX should be directed to the College's Title IX Compliance Officer.)

3. Further, Moraine Valley Community College shall not discriminate against any person because of race, color, religion, creed, national origin, or ancestry.

4. Moraine Valley Community College has operating agreements only with companies, agencies, and parties adhering to the above principles in their personnel selection processes.

Institutional Agreement of Affiliation
MVCC
Page 4

IT IS FURTHER AGREED THAT:

1. The term of this Agreement shall be from _____, 19____ to _____, 19____. This Agreement will automatically be renewed on _____ of each year for a period of twelve (12) months unless either party sends a written notice, by registered mail, to the other prior to _____ of withdrawal from contract.

2. The terms and conditions of the Agreement may be amended or deleted, or new terms added from time to time, but it is understood that no such changes, additions or deletions shall be binding upon the College or Cooperating Agency unless they are authorized by the College and the Cooperating Agency.

3. All notices required hereby are to be sent by prepaid registered mail, a return receipt requested, and are effective upon receipt. Notices to the College are to be addressed to the President, Moraine Valley Community College, 10900 South 88 Avenue, Palos Hills, Illinois 60465. Notices to the Cooperating Agency are to be addressed to:

4. The specific details and arrangements for the implementation of individual programs as set forth in the addenda of this Agreement and as agreed upon by both parties shall be considered a part of this contract.

The execution of this Agreement has been authorized by the governing body of the College and of the Cooperating Agency, respectively.

This contract signed as of the _____ day of _____, 19 ____, but effective as of the _____ day of _____, 19____.

FOR THE COLLEGE:

_____ _____
President, Moraine Valley Community College Date

_____ _____
Chairman, Board of Trustees Date

FOR THE COOPERATING AGENCY:

_____ _____
Coordinator of Staff Development Date

_____ _____
Superintendent Date

PROGRAM ADDENDUM

TO INSTITUTIONAL AGREEMENT OF AFFILIATION

No. _____

THIS AGREEMENT, made by and between MORAINE VALLEY COMMUNITY COLLEGE, DISTRICT 524, Cook County, Illinois, hereinafter referred to as the "College" and _____, hereinafter referred to as the "Cooperating Agency," is to serve as an addendum to the Institutional Agreement of Affiliation mutually agreed upon and dated this same date.

THE FOLLOWING AGREEMENT is applicable specifically to the implementation of the _____ of the College and the Cooperating Agency.

In addition to the affiliation agreement, the following items are hereby agreed upon for the above named program:

1. A planned student orientation to the organization and operation of the Cooperating Agency shall be the responsibility of the College Program Coordinator and Designated Staff of the Cooperating Agency.

2. Students engaged in clinical training will be under the supervision of qualified staff designated by the Cooperating Agency.

3. Students shall not write observations in patient or resident medical records unless authorized and countersigned by appropriate staff of the Cooperating Agency.

4. Students may observe and participate in appropriate Unit Meetings.

5. The College Program Coordinator shall instruct the students on the importance of confidentiality in all student written reports; such reports shall be for instructional purposes only and will conceal the identity of the patient and resident.

6. Use of the Cooperating Agency's Media Center by the College Coordinator and/or students must be scheduled in advance.

7. The College Program Coordinator shall plan student clinical training schedules, including hours, days and places of assignment, in cooperation with the Staff Development Coordinator of the Cooperating Agency.

Program Addendum
MVCC
Page 2

8. **All instruction and supervision of students in clinical experience shall be provided by College faculty and Cooperating Agency staff unless in specific instances other provisions are made in advance and mutually agreed upon.**

9. **A joint committee for Clinical Coordination composed of the College Program Coordinator and designated staff of the Cooperating Agency will be established and shall meet at least annually.**

FOR THE COLLEGE:

President, Moraine Valley Community College	Date
Chairman, Board of Trustees	Date

FOR THE COOPERATING AGENCY:

Coordinator of Staff Development	Date
Superintendent	Date

THERAPEUTIC RECREATION PRACTICUMS

(THR 153, 155, and 158)

TIME SHEET

Name of Practicum Student_____

Name of Agency_____

Dates	Week	Number of Hours
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	

( )
Total number of hours

Agency Supervisor's Signature_____

Date_____

Coordinator's Signature_____

Comments

MORAINE VALLEY COMMUNITY COLLEGE

THERAPEUTIC RECREATION PROGRAM

PRACTICUM ASSIGNMENT

Contract

I understand the following procedures will apply to my practicum experience, and I understand that if the guidelines are not followed, I may be dropped from the practicum or be put on probation.

I have read and have had an opportunity to question the attached guidelines.

Student's Signature_____

Date_____

Coordinator's Signature_____

Date_____

MORAINE VALLEY COMMUNITY COLLEGE

THERAPEUTIC RECREATION PROGRAM

PRACTICUM GUIDELINES

These rules and guidelines are designed to facilitate communication and understanding between the coordinator and students enrolled in the Therapeutic Recreation Program. They are designed to convey coordinator expectations and students' responsibilities.

1. Attendance. Any clinical absence is considered serious.

   Students are expected to complete 240 clock hours in a semester. Students are expected to call their practicum site supervisor if they will be absent. Make-up hours are necessary and arrangements should be made with the practicum site supervisor and the college coordinator.

2. Tardies.

   Students are expected to be on time to their agency. If a student is going to be late, she should call the agency supervisor, (three unexcused tardies and the student will be placed on probation). Continued tardiness is regarded as irresponsibility, and the coordinator has the option to take the student away from the clinical assignment.

3. Students requiring prescribed medications, diagnostic procedures, or treatments are expected to advise the college coordinator of the program due to possible implication related to academic and/or clinical performance.

4. Should a student suspect she is in the early stage of pregnancy, she should notify coordinator immediately so the coordinator can review safety precautions necessary for the student and baby related to clinical experience.

5. Students are expected to dress appropriately at the agency assigned. At the initial orientation session, the student should ask the agency supervisor what attire is expected.

6. Students are expected to be clean and well groomed (clean hair, nails, etc.).

7. Student is expected to demonstrate a positive and professional attitude during her practicum assignment (maturity, cooperation, dependable, responsible, well-prepared, and good communication with the staff and clients).

8. Confidentiality - Do not discuss clients by name, personal data, behavioral patterns, incidents, staff, etc.

9. Student is expected to demonstrate appropriate behavior and language skills.

10. Profanity or abusive language is not tolerated.

11. No breaks are to be taken without permission.

12. The facility's safety procedures must be followed.

13. Students are not allowed to leave the clinical area without permission from the agency supervisor.

14. Students are expected to follow the policies as set by the facility.

15. For any accident that occurs at the clinical site involving the student and client, an incident report should be made out and given to the coordinator and agency supervisor.

16. Assignments. Assignments are due on the date assigned. Any late assignments are one grade less - within a week of the assignment date. Additional late assignments = 2 grades less.

17. Examinations. Examinations are to be taken on the date assigned. All make-ups are one grade less.

18. Cheating: Cheating is not acceptable. Observed evidence of cheating or copying any assigned written work will result in a failed exam and no repeat is permitted.

PROFESSIONALISM GUIDELINES
for
PRACTICUM STUDENTS

1) Review evaluation sheet with supervisor.
2) Review assignment sheet with supervisor.
3) Introduce self to director, principal, etc.
4) Dress code: neat and well groomed.
5) Punctunality - time sheet.
6) Call if going to be late or absent.
7) Demonstrate professionalism at all times.
8) No guests can come to your agency unless approval from me and site supervisor.
9) No gum chewing.
10) Be courteous to everyone!
11) Show enthusiasm - 200% not 10%
12) Ask only appropriate questions.
13) Get all clients involved if possible = modify to their level.
14) Control your group.
15) Put clients in leadership role.
16) Be objective when writing up your report.
17) Be thoroughly prepared and organized when you teach.
18) Use 3 x 5 card to help you with your lesson if you feel the need.
19) Experience will help you overcome nervousness.
20) Have alternate lesson ready.

21) You may have to suggest goals or objectives to your supervisor when reviewing written assignment.

22) Written report - tell "why and where,".

a. Give examples of activities.

b. Discipline problems and solutions.

23. You are on a trial basis with your agency.

24. Call me if a problem develops.

25. Would you hire someone like yourself?

26. Your report should represent the work of a professional. It should be concise, accurate, complete, neat and grammatically correct.

_____ _____

Student Signature Date

PRACTICUMS I, II, III

INTERVIEW EVALUATION FORM

INSTRUCTIONS

Please respond by completing the interview evaluation on the below named student, thank you.

NAME: _____ DATE OF INTERVIEW: _____

	Below Avg:	Avg:	Above Avg:
1. Displays positive attitude.	( )	( )	( )
2. Personal appearance (appropriate)	( )	( )	( )
3. Student asked appropriate questions.	( )	( )	( )
4. Job knowledge (able to respond).	( )	( )	( )
5. Demonstrated maturity.	( )	( )	( )
6. Demonstrated punctuality.	( )	( )	( )
7. Other _____	( )	( )	( )

COMMENTS: _____

_____

_____

_____

_____
Clinical Supervisor

Please send the form to: Ms. Kay Schneegas, Professor
Coordinator, Therapeutic Recreation Program
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Il 60465

Appendix D

PRACTICUMS I, II, III

Bi-Weekly/Monthly Evaluation Report

Date_____

Dear Practicum Site Supervisor:

In order to communicate more closely with the agency supervisor and to assist our Therapeutic Recreation Practicum student, I am asking that you complete the attached check list and return it to me as soon as possible. This evaluation instrument will be mailed every two weeks or monthly so that I can be made aware of any problems or areas where the student should have more guidance or training.

Thank you for your assistance.

Sincerely,

Kay Schneegas,
Coordinator of
Therapeutic Recreation

MORAINE VALLEY COMMUNITY COLLEGE

Bi-Weekly Evaluation Report
(or Monthly)
Therapeutic Recreation Program

Name of Student_____Date_____Agency_____

Please use the following key to rate the student:

G-----good
F-----fair
P-----poor
NA----not appropriate

1. Appearance (well-grommed, clean hair, nails, appropriate attire). ____

   Comments:

2. Punctual - Dependable (tardies and absenteeism). ____

   Comments:

3. Enthusiasm in performing duties and assignments. ____

   Comments:

4. Professional and positive attitude. ____

   Comments:

5. Appropriate behavior and language skills. ____

   Comments:

6. Initiative. ____

   Comments:

7. Cooperation. ____

   Comments:

8. Maturity. ____

Comments:

9. Well-prepared when teaching (activities appropriate) ____

Comments:

10. Job Knowledge. ____

Comments:

11. Good observation skills. ____

Comments:

12. Works well with staff - good communication. ____

Comments:

13. Works well with clients. ____

Comments:

14. Meeting established work hours per week (12-15). ____

Comments:

Additional comments:

Signature of Supervisor _____

Thank you for your assistance.

Kay Schneegas,
Coordinator of Therapeutic Recreation
Moraine Valley Community College
10900 S. 88th Av.
Palos Hills, Il. 60465

FIELD PRACTICUM I EVALUATION FORM

Student Name_____College_____

Agency_____Date_____

Supervisor's Name_____Title_____

The purpose of this evaluation is to take a personal inventory to pinpoint weaknesses and strengths of the student. It is to be filled out in the last week the student spends in each agency.

Please score each factor and give the student a final grade. After the evaluation is reviewed with the student, return the completed form to:

Ms. Kay Schneegas, Coord. of Therapeutic Recreation
Moraine Valley Community College
10900 S. 88th Avenue
Palos Hills, Illinois 60465

Note: Mark "NA" in categories that are not appropriate to the setting.

Final Grade _____

Practicum I. Scale:	Below Average	Average	Above Average	Outstanding
I. Quality				
Completes assignments with thoroughness and care.				
Performs conscientiously.				
Attends closely to activities and persons he is observing.				
II. Job Knowledge				
Understands common terms.				
Knows basic principles and concepts of therapeutic recreation.				
Shows awareness of the importance of therapeutic recreation.				
Displays safety consciousness				
III. Dependability				
Demonstrates industry, punctuality and self-discipline.				
Meets assigned deadlines.				
Rate of progress meets expectations.				
IV. Initiative				
Assumes responsibility when necessary.				
Shows interest in clients.				
Volunteers for special tasks.				

Scale:	Below Average	Average	Above Average	Outstanding
V. Personal Appearance Appears well groomed and dresses appropriately.				
VI. Attitude Displays a positive attitude toward the agency, clients and professionals.				
Maintains a professional disposition.				
Shows sensitivity to the needs of the clients.				
VII. Orientation to facility Understands the structure, function, goals and policies of the agency.				
Understands how therapeutic recreation services are provided in coordination with other services.				
Understands the relationships between therapeutic recreation and other services.				
VIII. Activity Skills Able to observe how specific activities are carried out.				
Understands how treatment goals relate to activities, how clients participate in activities.				
Understands the role of the activity leader.				
Understands how to use specific observation methods provided in the course outline, as well as those provided by the supervisor.				

Scale:	Below Average	Average	Above Average	Outstanding

IX. Activity Analysis and Adaption				
Demonstrates interest in and ability to participate in group activities.				
Able to assist activity leader in preparation and implementation of activity.				
Able to learn and develop new activity.				
Resourceful				
Able to participate in post activity evaluation sessions.				
Demonstrates Leadership skills				

Narrative Comments (OVER)

Final Grade _____

Signature of Evaluator _____ Date _____

Signature of Student _____ Date _____

Appendix D

FIELD PRACTICUM II EVALUATION FORM

Student Name_____ College_____

Agency_____ Date_____

Supervisor's Name_____ Title_____

The purpose of this evaluation is to take a personal inventory to pinpoint weaknesses and strengths of the student. It is to be filled out in the last week the student spends in each agency.

Please score each factor and give the student a final grade. After the evaluation is reviewed with the student, return the completed form to:

Ms. Kay Schneegas, Coord. of Therapeutic Recreation
Moraine Valley Community College
10900 S. 88th Avenue
Palos Hills, Illinois 60465

NOTE: Mark "NA" in categories that are not appropriate to the setting.

Final Grade_____

FIELD PRACTICUM II (GENERAL FACTORS)

Scale:	Below Average	Average	Above Average	Outstanding
I. Quality				
Completes tasks with thoroughness and care.				
Demonstrates ability to make sound decisions.				
Performs Conscientiously				
Attends closely to activities he/she is involved in.				
II. Quantity				
Meets assigned deadlines				
Rate of progress meets expectations.				
Makes efficient use of working time.				
III. Job Knowledge				
Understands common terms				
Understands concepts and principles of therapeutic recreation				
Shows awareness of the importance of therapeutic recreation				
Able to apply skills and techniques of therapeutic recreation				

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Scale:	Below Average	Average	Above Average	Outstanding
IV. Dependability				
Demonstrates industry, punctuality and self-discipline				
Accountable				
V. Initiative				
Willing to assume responsibility				
Volunteers for special tasks				
Able to make suggestions and recommendations				
VI. Personal Appearance				
Appears well groomed and dresses appropriately				
VII. Attitude				
Displays positive attitude toward agency, clients and other professionals.				
Shows sensitivity to needs of clients				

(Competency Factors)

	Scale:	Below Average	Average	Above Average	Outstanding
I.	Orientation to Therapeutic Rec.				
	Demonstrates basic understanding of concepts, principles and techniques of therapeutic recreation in meeting client needs				
II.	Activity Skills				
	Able to apply basic skills and techniques to activities (teaching from simple to complex)				
	Aware of first aid and safety procedures				
	Able to utilize and maintain physical resources				
III.	Leadership Skills				
	Demonstrates effective leadership styles and techniques appropriate to different circumstances				
	Adjusts personal leadership style for effectiveness while working with group or individual				
IV.	Activity Analysis and Adaption				
	Able to utilize and adapt specific activities to meet the needs of individuals and groups.				
	Able to analyze activities in reference to goals and outcomes				
V.	Agencies, Institution and Teamwork				
	Able to contribute as a team member to staff conferences and cooperative work.				

(Competency Factors)

	Scale:	Below Average	Average	Above Average	Outstanding
	Utilizes resources within the agency and community to enhance T.R. services				
	Able to articulate the role of T.R. to clients, colleagues and community groups				
VI.	Program Planning & Development Able to utilize client assessment data in program planning				
	Able to involve client in activity selection (if appropriate)				
	Flexible in using new ideas and incorporating them in program schedules and activities				
	Able to write goals and objectives pertinent to program purpose and lesson plan				
	Able to evaluate effectiveness of programs and lesson plans				
VII.	Communication Able to communicate effectively with clients and staff				
VII.	Disabling Conditions Demonstrates knowledge of physical socio-psychological and behavioral characteristics of illness and disability in the context of therapeutic recreation services				

NARRATIVE COMMENTS

Final Grade_____

Signature of Evaluator_____Date_____

Signature of Student_____Date_____

Appendix D

FINAL EVALUATION FORM

PRACTICUM III

Student Name _____ College _____

Agency _____ Date _____

Supervisor's Name _____ Title _____

The purpose of this final evaluation is to report on the student's performance before he/she seeks employment in the field.

Note: Mark "NA" in categories that are not appropriate to the setting.

Final grade _____

Scale:	Below Average	Average	Above Average	Outstanding

I. Leadership Qualities

Setting of appropriate goals and objectives				
Understanding of client needs				
Getting along well with participants				
Resourcefulness				
Adaptability to situations				
Ability to arouse interests				
Ability to analyze and solve problems				
Ability to lead and organize groups				
Ability to communicate ideas				
Sensitivity to group needs				

Leadership Grade _____

COMMENTS _____

_____

_____

II. Professional Knowledge

Basic knowledge and understanding of Therapeutic Recreation				
Ability to apply knowledge in a practical way				
Ability to think and work independently				
Ability to display expanding scope of interests				

Professional Knowledge Grade _____

COMMENTS _____

_____

	Below Average	Average	Above Average	Outstanding
III. Administrative Qualities				
Ability to plan and schedule				
Ability to communicate in writing				
Ability to supervise effectively				
Ability to use time advantageously				
Observation of rules and policies				
Care of equipment				
Resourceful (ability to make suggestions & recommendations)				

Administrative Qualities Grade _____

COMMENTS _____

_____

IV. Professional Personality				
Is courteous and tactful				
Displays mature judgement				
Is consistent and fair in client relationships				
Displays:				
Cooperative attitude				
Self-discipline				
Tolerance and patience				
Pleasing appearance				
Dependability				
Integrity and honesty				
Promptness				

Professional Personality Grade _____

COMMENTS _____

_____

FINAL GRADE _____

Signature of Evaluator _____ Date _____

Signature of Student _____ Date _____

Appendix E

THERAPEUTIC RECREATION
Coordinator's Evaluation

Student _____ Agency _____

Date _____ Final Grade _____

		GRADE				COMMENTS
		A	B	C	D	
I.	Organization of lesson					
II.	Content of lesson plan					
III.	Appropriateness of lesson					
IV.	Rapport with clients					
V.	Control of class- Leadership Skills					
VI.	Voice, Appearance, Clarity					

Coordinator's Signature: _____

DAILY LESSON PLAN

NAME/AGENCY_____DATE_____

LENGTH OF SESSION_____EQUIPMENT USED_____

_____

_____

I. SUBJECT MATTER/TITLE

II. BEHAVIORAL OBJECTIVES: (What change of behavior the instructor expects in the student/client after the lesson)

NOTE: INCLUDE PSYCHOMOTOR (PHYSICAL), AFFECTIVE (SOCIAL-EMOTIONAL), AND COGNITIVE (MENTAL) OBJECTIVES.

AT THE END OF THIS SESSION THE STUDENTS/CLIENTS WILL BE ABLE TO:

A.

B.

C.

D.

E.

III. PROCEDURE DURING CLASS

A. INTRODUCTION OF ACTIVITY, WARM-UP, OR REVIEW (5-10 minutes)

Formation to be used:_____

B. WORK PERIOD (SKILL DEVELOPMENT) (20 minutes)

Formation used:_____

C. CONCLUDING ACTIVITY (GAME, QUIZ, SKILL TEST, CHECK LIST, ETC.)
(15minutes or more)

Formation used:_____

IV. EVALUATION OF STUDENT'S/CLIENT'S PERFORMANCE DURING LESSON.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
MAY 11 1984